

**INSTITUTE OF ADULT EDUCATION
OPEN AND DISTANCE LEARNING PROGRAMME**



**INCREASING ACCESS TO SECONDARY EDUCATION
THROUGH OPEN AND DISTANCE LEARNING (ODL)**

**DECENTRALISATION OF ACTIVITIES AND
RESPONSIBILITIES IN PROVISION OF
OPEN AND DISTANCE LEARNING**

A Guide for Regional Resident Tutors

2007

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Acronyms

CV	:	Curriculum Vitae
IAE	:	Institute of Adult Education
ICT	:	Information and Communication Technology
TAC	:	Technical Advisory Committee
ODL	:	Open and Distance Learning
UKOU	:	United Kingdom, Open University

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Lambertha H. Mahai
Director
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Introduction

Since the Primary Education Development Plan (PEDP) was launched in 2001, Tanzania has experienced a significant rise in pupils enrolment as well as completion and pass rates in primary education. In spite of these commendable achievements which are essential in ensuring successful pursuit of the goals enshrined in Education For All (EFA), National Strategy for Growth and Reduction of Poverty (NSGRP), National Development Vision 2025 and the Millennium Development Goals (MDGs), Tanzania has the lowest secondary education enrolment rate even by the standards of developing countries.

In cognizance of the need to widen access to secondary education, the Ministry of Education and Vocational Training (MoEVT) has developed a Five-Year Secondary Education Development Plan (SEDP 2004-2009). Among other objectives, the plan envisages to increase the current transition rate to secondary education through the formal education system to 50% by the year 2009.

However, these efforts will remain inadequate in addressing secondary education demand in the country where the pass rate in primary education is increasing and expected to exceed 50%. With quality improvement in primary education delivery, the MoEVT has supported the Institute of Adult Education (IAE) in launching a non-formal education programme for accessing secondary education using open and distance learning approach. It is expected that this programme will open up gates of access to those adolescents who will not be absorbed by the formal secondary education system as well as interested out-of-school youth and adults.

The ODL approach employed in delivering this programme, combines the best traditions of correspondence and distance education with the current Information and Communication Technology (ICTs) media, in order to enable learners realize the open learning ideals of learning **what, where, when** and **how** they want to learn. Besides promoting access and equal

opportunities by reaching out socially and educationally disadvantaged groups and individuals, the ODL approach provides parity as well as opportunities of credit transfer with the formal education system. For this reason, a well designed and implemented ODL approach is expected to effectively resolve issues of quality and credibility of the programmes to be delivered.

Since ODL is a flexible and decentralized system of service delivery, Regional Co-ordinators are indispensable in ensuring its success. It has been observed in the case of the United Kingdom Open University (UKOU), the world's most successful ODL institution with over 30,000 enrolment around the world, that the success of the University owes a great deal to the role of the Regions in making education accessible (Cole and Coats, 1994:288).

In the case of this ODL programme, it will be co-ordinated by Regional Resident Tutors as Regional Co-ordinators.

The main objective of this Operational Manual is, therefore, to assist Regional Co-ordinators to grasp their roles as well as the mode of implementing the same to ensure the targeted individuals and groups effectively access secondary education through the ODL approach. Besides acting as a point of contact and access for both potential and actual learners, Regional Co-ordinators are expected to provide this otherwise impersonal learning approach with a human face by personalizing and giving it a local identity and presence.

Section One

PROGRAMMES OFFERED THROUGH OPEN AND DISTANCE LEARNING

As a Regional Resident Tutor, one has to know all the programmes offered through Open and Distance Learning, and how each one of them is run.

The Institute of Adult Education Programmes run through Open and Distance Learning (ODL) are categorised into five programmes as follows:

1.1 Programme I

This is a secondary school level educational programme through Open and Distance Learning and Face-to-face sessions. This sub programme is run for 6 days a week starting from 3.00 p.m. to 6.00 p.m. during week days and from 8.00 a.m. to 2.00 p.m. on Saturdays. This programme is to be completed within 2 to 3 years depending on the ability of the student.

Subjects offered in this programme include English, Kiswahili, Civics, History, Geography, Mathematics and Biology.

1.2 Programme II

Secondary school level Education mainly through Distance Learning and occasional Face-to-face sessions three times a year.

In this programme, the learner studies by himself or herself most of the time and attends occasional face-to-face sessions three times a year. This programme can be completed within 2 to 4 years depending on the ability of the learner. Subjects offered in this programme are as in programme I above.

The subjects offered in Programmes I – II above are divided into two stages as follows:

- Stage I Equivalent to form I and II
- Stage II Equivalent to form III and IV

In Programme I the learner has to take all the 7 subjects.

1.3 Programme III

Secondary school level education crash programme:-

This is a crash programme where a learner can complete secondary school equivalent education within a shorter time and can be less than two years. Under this programme, the learner has to be under close supervision of his/her Tutor, and can meet his/her Tutor whenever there is a need.

In programmes II and III, the learner has an option and can take any number of subjects I, 2, 3 or all.

1.4 Programme IV

This is a programme meant for those who want to study certain/particular professional courses, such as Law, Accounts, and so forth. This programme is also studied as programme II, that is, mainly by distance method.

Courses offered under the programme, currently, are:

- Book Keeping and Elements of Auditing
- Labour Law
- Man in Organisation
- Production Management
- Tailoring Grade III

Note that this programme is under review so as to effect the current changes in these areas.

1.5 Programme V

This is an introductory programme which is conducted through the distance method and usually has no specific duration. This programme prepares the learner to take secondary school equivalent education.

Under this programme, the following subjects are proposed to be offered:

- Introductory Mathematics
- Introductory English
- Agriculture
- Home Economics
- Introduction to Book Keeping.

These courses/subjects are also under review so as to include those of general knowledge (cross-cutting issues i.e. HIV/AIDS, environment, gender, civic education and commerce).^x

NB: Currently, there are two programmes which are being run namely, Programme I and II.

1.6 Knowing the Study Materials Modules

Currently there are seven subjects offered in the two programmes; i.e. programme I and II. The seven subjects have been written in a form of modules; and within a module, for each subject there are units. There are a total of 76 modules with 220 units (See Getting to know Open and Distance Learning 2006). Within the units, there are self check exercises, from which the learner can check his/her understanding of the respective units/topic. At the end of each unit, there are Tutor Marked Assignments which a learner has to do and send to his/her Tutor for marking and commenting.

Learners are required to study on their own all the units in the module, and do a self check exercise for each lesson before starting a new module. They are also required to answer the tutor marked assignment for each unit and send their work to their tutors for marking and commenting.

ACTIVITIES AND RESPONSIBILITIES AT THE REGIONAL LEVEL

At the Regional centre, we expect to have the following personnel responsibilities:

2.1 Regional Resident Tutor

2.1.1 Responsibilities

As a Regional Resident Tutor your responsibilities are as follows:

- Overall in charge of all programmes run through Open and Distance Learning in the region.
- Organising meetings constituting all staff members including Part-Time Tutors, at least, twice a year.
- Providing academic support to both Part-Time Tutors and learners.
- Executing administrative functions of record keeping; report writing (on a quarterly basis); recruitment and induction; developing plans of action; and negotiating catch-up sessions for any groups falling behind for whatever reason.
- Providing logistical support to ensure that materials are delivered to the right places (Study Centres) at the right time for the right cohorts and that centres have the resources and facilitators to support the enrolled learners.
- Ensuring efficient delivery at the Regional level of course materials produced centrally by the Distance Education Department (DED). However, regions are not just deliverers of centrally produced products: They also contribute to and influence what is produced by providing feedback on the study materials.

- Supporting, sustaining and complementing the institutions distance teaching system.
- Personalizing, individualizing and giving the system local identity and presence.
- Providing support services to students throughout their careers from enquiry to graduation and beyond.
- Acting as the first point of contact and access for both potential and actual students.
- Mitigating the distance factor in both geographical and other spheres.
- Acting as a resource to the local community by designing programmes which will promote the educational well-being of the community in general and networking with other education providers in the Region.
- Promoting access and equal opportunities by reaching socially and educationally disadvantaged groups and individuals.
- Appointing and remunerating staff to provide student support services.
- Receiving Tutor Marked Assignment work books from distant learners (programme II) and identifying tutors for marking.
- Identifying and procuring places for science practicals.
- Creating a distance teaching institution which is grounded in the community and which plans from the grassroots up; from the region to the centre and, above all, from the students and their needs."

2.1.2 Activities

As a Co-ordinator and Manager of the programme in his/her region, the following are the activities to be performed:

- To receive, keep and distribute study materials and equipment for the programme in his/her region.

- To advise relevant committees as directed/proposed by the Director of the Institute of Adult Education.
- To appoint Tutors for the programme.
- To sensitize the general public through the mass media (Radio, Newspapers, Television, etc) to enroll into the programme.
- To control and manage the programme's finances (income and expenditure).
- To act as a link between the IAE, Regional and District Committees, stakeholders and the general public in ensuring the success of the programme.
- To keep and protect learners records in study centres.
- To prepare and issue progress reports on the programme to the Director of the IAE and other Resident Tutors.
- To disseminate the following information to IAE Headquarters:
 - Names of registered learners from each study centre, the programme and subject course they are taking.
 - Learners records of performance and Tutor Marked Assignments i.e. marks obtained by each learner.
 - Names of learners who have completed various courses in various stages.
 - Names of learners who have dropped out.
 - Name of Academic Co-ordinator
 - Names of Part-Time Tutors and their qualifications.
 - Names of Study Centres in the region, and their location i.e. division and wards.
 - Names of Study Centre Co-ordinators, for each study centre in the region.

- Names of Subject Co-ordinators with their respective subjects.

2.1.3 Student Registration

- Ensure the potential learner is given all the vital information, guidance and counselling on the Programme prior to enrolment. (Refer to details in the Implementation Guide).
- Ensure the learner has paid the registration fee of 5,000/= prior to filling the form.
- Give the learner the registration forms and ensure he/she properly fills them. Forms should be in triplicate where one copy shall remain at the study centre, one at the Regional Centre and the third copy to be sent to IAE Headquarters.
- Hand over the students registration number to the learner after ascertaining the learner has fulfilled all requirements.
- Ensure Study Centre Co-ordinators have registered all potential learners, prior to commencement of the programme/ studies.
- Ensure proper placement after evaluating academic standing of the learner; e.g. placement in programme 1, or 2 or 3 etc.
- Ensure learners pay their user fees accordingly, and Part-Time Tutors and centre supervisors are paid their allowances as directed.
- Select appropriate and qualified Tutors/Facilitators for the ODL programme (Refer to ODL Implementation Guide for details).
- Ensure close monitoring and evaluation of the tutoring activity at ODL study centres as required.
- Ensure study centres Tutors/Facilitators teach/facilitate according to the ODL set syllabi.
- Ensure all study centre Tutors have provided proper marking schemes for all tutor marked assignments.

- Ensure that assessment and evaluation of ODL learners are done according to the set examination standards of ODL programme. (Refer to ODL implementation Guide for details)
- Keep well developed data base for learner's progress records.

2.1.4 Student Support Services

Once learners have been registered and paid their fees, they are entitled to make use of the support services available such as:

- Pre-programme counselling
- In-course counselling
- Peer group study
- Library services

(a) Pre-programme counselling

This kind of counselling is usually done informally in order to:

- Advise and counsel the learners if they are suitable candidates for the programme they are registering into.
- Assess the probability of a student successfully completing the course and advise accordingly.
- Provide an orientation course to learners who need and require it.

(b) In-course counselling

There is an increasing awareness that many distance learners experience problems of a non-academic nature especially after registering in the programmes. It is, therefore, the duty of a Regional Co-ordinator to:

- counsel learners who lack self-confidence because they have not studied for a number of years.
- counsel learners who are faced with problems relating to self study, family and work commitments.

- advice and counsel learners who lack resources to finance their studies and are faced with inadequate living and studying conditions.
- facilitate learner's access to other learning media e.g. broadcast, recorded cassettes, ICT and libraries.

(c) Peer group study

- Encourage the formation of study groups among ODL learners in your area.
- Maintain cohesion of these peer study groups and initiate programmes that will encourage academic interaction.

(d) Face-to-face sessions

When preparing for face-to-face sessions, it is important to consider the following:

Venue

- Secure a conducive venue with available teaching and learning equipment.
- Include audio and visual materials which are relevant to the locality and subject matter.
- The venue should be accessible and convenient to all learners.
- There should be boarding facilities if needed for learners staying far from the centre.

Time Table

When preparing the time table make sure that:

- Date and time are convenient to learners.
- Indicate subject matter.

Tutors/facilitators:

- Identify subject teachers and inform them.

Information

- You may inform learners by using radio, television, newspapers, making phone calls and using ward and village government personnel.

- Give learners any necessary information.

2.2 Regional Academic Co-ordinator

This is an Academic Co-ordinator who alongside other responsibilities will be co-ordinating academic matters. He/she is an assistant to the Regional Resident Tutor and in most cases is an Organizing Tutor. Where there is no organizing tutor, a tutor will be recruited on Part-time basis.

The responsibilities of this person will include:

- co-ordinating all educational programmes that are run through ODL.
- advising the Regional Resident Tutor in all matters pertaining to both academic and non academic in respect to ODL.
- writing progress reports monthly, quarterly, mid yearly and annually;
- compiling progress reports from study centres;
- organizing and running meetings with Subject Co-ordinators, Part-Time Tutors and Centre Academic Co-ordinators (at least twice a year);
- monitoring and evaluation of the programmes;
- linking study centres and regional centre;
- counselling and advising learners (Pre and post counselling);
- answering both academic and non academic queries;
- initiating new techniques and methodologies in improving work performance; and
- monitoring mobile and satellite classes for nomads.

2.3 Subjects Co-ordinators

2.3.1 There will be a Subject Co-ordinator for each of the following seven subjects:

- Civics
- History

- Geography
- Kiswahili
- English
- Mathematics
- Biology

2.3.2 The responsibilities of the Subject Co-ordinators include:-

- being answerable to the Regional Resident Tutor and Academic Co-ordinator;
- making sure that his/her subject is well handled and taught;
- supervising Part-Time tutors of his/her subject;
- going through the marked/corrected work of the learners after being marked by Part-Time Tutors so as to ensure that marking and correction have been done correctly;
- writing progress reports concerning his/her subject;
- reporting to the Regional Resident Tutor/Academic Co-ordinator on any discrepancies or shortcomings found in his/her subject;
- working hand-in-hand with Part-Time Tutors of his/her subject;
- advising Regional Resident Tutor and Regional academic Co-ordinator on both academic and non academic matters concerning his/her learners;
- compiling progress reports on his/her subject from different study centres;
- initiating strategies to improve the Teaching and Learning of his/her subject; and
- attending meetings convened by Regional Resident Tutor or Regional academic Coordinator.

2.4 Record Keeper/Statistician

There must be a record keeper (Recorder/Statistician) at the regional office. This statistician will have the following responsibilities:

- keeping progress report of the learners, using record cards that will be provided;
- keeping Registration forms;
- keeping record of learners and their CVs;
- keeping any data or information that is useful to the office and IAE at large;
- writing progress reports monthly, quarterly, and half yearly, showing new enrolment, drop outs, completion, etc.;
- advising both Academic Co-ordinator and Regional Resident Tutor on the trend of enrolment, drop outs, transfers, completion and performance;

The marks for Tutor Marked Assignments can be recorded in a computer or a record card that will be provided, as the one below:

LEARNERS RECORD CARD

Name of Student: _____
 Registration Number: _____
 Age: _____
 Subject: _____
 Year of Study: _____
 Name of Tutor: _____
 Qualifications: _____

Region: _____
 District: _____
 Ward: _____
 Study Centre: _____
 P.O. Box: _____
 Phone: _____

MODULE	UNITS																		
	1		2		3		4												
	ST ₁	RS	ST ₂	RT ₁	RT ₂	% MARKS	ST ₁	RS	ST ₂	RT ₁	RT ₂	% MARKS	ST ₁	RS	ST ₂	RT ₁	RT ₂	% MARKS	
1																			
2																			
3																			
4																			
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10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			

MODULE	UNIT 1					UNIT 2					UNIT 3					TOTAL	AVERAGE	REMARKS
	ST ₁	RS	ST ₂	RT ₁	RT ₂	ST ₁	RS	ST ₂	RT ₁	RT ₂	ST ₁	RS	ST ₂	RT ₁	RT ₂			
1																		
2																		
3																		
4																		
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17																		
18																		

Key: ST₁ = Study Materials Sent to Student
 RS = Assignment received from Student
 ST₂ = Assignment sent to Tutor for Marking
 RT₁ = Assignment Received from the Tutor after Marking
 RT₂ = Assignment sent to Student after Marking

2.5 Dispatch Clerk

There will be a Dispatch Clerk whose roles include:

- distributing study materials from regional centre to study centres;
- posting and receiving letters from learners;
- keeping learners' files;
- distributing learners' files where needed; and
- preparing monthly reports on items received and sent to and from different sources.

2.6 Store Keeper

There will be a Store Keeper whose roles include:

- store Keeping;
- issuing study materials for dispatching;
- recording issued materials;
- receiving study materials from headquarters;
- filling bin cards, ledger, store issue and material requisition notes as per laid down rules; and
- preparing a quarterly report on storage of materials.

2.7 Librarian

There will be a Librarian at the Regional Office. The Librarian will have the following responsibilities:

- To issue books to learners
- To search for new books and relevant ones and order them.
- To provide Library Services to the learners and other readers.
- To advise Regional Resident Tutor and Regional Academic Co-ordinator on relevant and good books to order.
- To take care of books in the library.

2.8 Accountant/Cashier

There will be an Accountant/Cashier at Regional Office who will be answerable to the Regional Resident Tutor.

The Accountant/Cashier shall carry out the following responsibilities:

- Receiving fees from registered learners.
- Issuing receipts for the received cash.
- Recording revenues and expenditure, receipt books, cash books and petty cash books.
- Preparing payment of Part-Time Tutors, and marking fees.
- Preparing work report at quarterly, mid-yearly and annual intervals.

Section 3

ACTIVITIES AND RESPONSIBILITIES AT THE STUDY CENTRE

3.1 Personnel

At the study centre, there will be the following personnel:

3.1.1 Study Centre Co-ordinator

This person will have the following responsibilities:

- Overall in charge of all activities pertaining to Educational programmes run through Open and Distance Learning at the centre.
- Answerable to the Regional Resident Tutor and Regional Academic Co-ordinator, and will perform the following roles:
 - Attend meetings convened by Regional Resident Tutor.
 - Make sure that the Claim Forms and Dockets for Part-Time Tutors have been properly filled and submitted to the Regional Resident Tutor for payment.
 - Ensure availability of sufficient number of learners before establishing a study centre.
 - Ensure the study centre is conveniently accessible to learners and facilitators.
 - Issue all Tutors/Facilitators with the necessary stationery and study materials
 - Prepare and submit on time monthly, quarterly and annual reports which indicate the performance of the centre.
- Disseminating the following information:
 - Enrolment process
 - Programmes and courses available
 - Fees to be paid and how to pay

- Entry requirements
- Number of tutorials per course per week
- Enrolling the learners according to their course requirements.
- Procuring and distributing study materials to the learners as well as satellite centres where possible
- Organising weekly tutorial services or face-to-face sessions to enable the learners share their experiences and interact with their facilitators.
- Guiding and counselling learners on different issues pertaining to their academic or learning performance and other related issues as per individual/or group demands.
- Using effectively, the monitoring and evaluation instruments in order to evaluate the system of learner support services together with the performance of learners, facilitators and the learning centre.
- Monitoring mobile classes. .
- Carrying out monitoring and evaluation which are based on the following:
 - Punctuality
 - Facilitator/learner interaction
 - Facilitators' attitudes towards learners
 - Facilitators' readiness to assist learners
 - Quality of feedback of assignments
 - Assignment turn round time for each subject
 - Facilitators' absenteeism to tutorials or face-to-face sessions
 - Facilitators' ability to follow the IAE ODL objectives and expectations.
 - Keeping records, which include:
 - Facilitator's records
 - Learner attendance records

- Course progress records
- Teaching-learning materials record/stock balance from teaching aids
- Ensure all the facilitation materials are in good condition and manageable to both facilitators and learners.

3.1.2 *Part-Time Tutors*

There will be Part-Time Tutors for each subject that will be studied and will be answerable to the Study Centre Co-ordinator with the following academic and administrative roles.

The academic roles will include:

- working on the Marking Scheme for Tutor Marked Assignment;
- marking and correcting learners' Tutor Marked Assignments;
- summarizing the lessons or key points raised in learning or interaction processes;
- teaching learners' through marking, correcting and giving comments to their work from the first to the last unit;
- addressing learners problems, questions, clarifying areas of difficulty within lessons and assignments;
- answering their questions;
- keeping their progress reports, so as to give them continuous guidance and counselling. Through this, the Tutor will keep trace of his/her individual learners in terms of their performance;
- identifying concepts within the unit/or lesson which have not been covered or treated well: he/she has to cover them accordingly during face-to-face sessions;
- handling learner's questions that they might ask in their assignments;

- stressing important points **within** the unit/lesson through correspondence and **during** face-to-face sessions;
- providing extra activities and **exercises** apart from those given in the unit for **better** mastery of the materials;
- providing the learners with **possible** hints in relation to some difficult questions. He/she must not do questions for them but just give them hints that will enable them arrive at the **correct** answer;
- summarising each unit by highlighting main ideas, in their workbooks and during face-to-face sessions;
- giving attention to the slow learners, during face-to-face sessions and when marking their work;
- teaching the learners' learning strategies;
- marking, correcting and giving comments on learners work and Tutor Marked Assignments;
- giving other tests to learners; and
- providing other Tutor Marked Assignments apart from those given at the end of the units.
- facilitating face-to-face sessions by:
 - Clarifying observations noted during marking tutor marked assignments
 - Clarifying areas of difficulty and points to be stressed; and
 - Letting learners identify areas of difficulty during the study.
- Assisting learners on how to tackle examination questions and discuss with them examination regulations and techniques
- Choosing the appropriate teaching **methodology** basing on time table and available resources.
- Providing Counselling Services to learners
 - Academic general and individual.

- Non academic general and individual.
- Give learners any necessary information.

Administrative roles

As far as administrative roles are concerned, the Part-Time Tutor will:

- keep good and reliable records of the learners' academic progress as well as attendance in face-to-face sessions and evening classes. Official registers for this purpose will be provided by the ODL Coordinator.
- keep the students' scripts and academic progress records safely and securely. (Never disclose information in such documents to unauthorized persons including family members and friends).
- handle academic matters which fall within his/her area of responsibility. (Administrative queries as well as academic problems from his/her students which are beyond his/her area of responsibility should be directed to relevant officials of the IAE).
- handle day-to-day responsibilities as advised and directed by the ODL Co-ordinator and Resident Tutor.
- co-ordinate planning and implementation of a learning and Interaction process
- create an enabling environment for learning (interaction)
- lead and manage learning or interaction process
- support the process of learning or interaction.
- organize study materials.
- educator and trainer.
- may be required to be a member of some of the Committees which are constituted under the ODL's programme.

3.2 Marking Learners Tutor Marked Assignment, Comments and Suggestions

3.2.1 Marking

Before marking or correcting any learner's work, a Part-Time Tutor has to work out a marking scheme so as to be fair in marking.

Marking learners work is the main part of communication between Tutor and his/her learner. Through marking he/she can reveal whether or not his/her learner has understood the intended concept, and hence achieve the stated objectives. He/she has to follow the learner's work and method used to arrive at the correct answer. In case of Mathematics, he/she has not only to mark the answer but has also to follow the method. In Mathematics the method is awarded more marks than the answer in the ratio 4:1. If a question is allocated 10 points, the working should have 8 points and the answer 2 points. In marking, the Tutor has to use a red pen (with legible handwriting) for clarity purposes.

During marking the Tutor has to show where the learner went wrong, and provide him/her with hints that will lead him/her to the correct solutions. Don't just put a cross (x) without explanation. The Tutors are strongly advised to use underlines instead of an x to show that the concept or answer provided is wrong i.e. $5 + 3 = 6$ and not $5 + 3 = 6x$; he/she has to explain why it is wrong. Remember in Mathematics every question checks up two or more concepts. A Tutor has to identify which concepts the learner has missed. For that matter the Tutor has to advise his/her learner to re-study such concept by either explaining the concept in his workbook or referring the learner to his/her notes/ (The learner's booklet- module).

The marking and awarding of marks should be uniform so that one can easily compare the performance of learners.

The marking should be awarded by points such, etc. or grades such as A, B, C etc.

The marking should be very clear and genuine. The learner should not be flattered by giving him or her higher marks that he/she does not perhaps deserve; the Tutor should also not be very mean in awarding marks as this might discourage the learner hence the Tutor must be moderate and genuine. Marks can be awarded as shown below:

Excellent	85 - 100%
Very Good	75 - 84%
Good	65 - 74%
Fair	50 - 64%
Weak	Below 50%

The learners should not be asked to repeat a unit, unless necessary. The learner should repeat a unit if he/she gets below 50, even though marks such as 48, 45, can be thought of twice before the learner is asked to repeat.

In case the learner is required to repeat the unit, he/she has to be informed in the space provided in the workbook; and this should also be noted to the recording section of the study centre so that the recorder will send the learner a new workbook. When a learner is asked to repeat the unit, he/she has to be given hints on the questions or areas that he/she did not do well or understand.

3.2.2 *Weak learners*

The Tutor should consider weak learners, during marking. These learners should be given more attention when marking their work.

They must be given comments and suggestions that will make them improve their understanding; and during face-to-face sessions, these learners should be given more attention and help.

The slow learners should also be noted by the course adviser and Co-ordinator in order to see how they can be assisted. The Tutor can provide the learners with special notes; and sometimes if necessary advise them to repeat a module or unit, or section of a module in which the learner has problems.

3.3 Receiving and Returning Corrected Workbooks to the Learner

The workbook of a learner when received at the study centre will be issued to the Tutor and the date of issue will be noted at the office.

The Tutor is advised to go through learner's workbook within 5 days to mark it and return it to the office. The Tutor should not stay with learner's work for a long time. This will have an effect of breaking study continuity and might discourage the learner.

3.3.1 Drop outs

For a learner who seems to drop out or who has already dropped out, the Tutor should encourage him/her to rejoin the course by showing the importance of learning. The Tutor should give the learner practical examples on the application and importance of education.

3.3.2 Comments and suggestions

Comments and suggestions to the learner serve **two main** purposes:

- Teaching the learner as an individual **learner**. Assisting and encouraging learners in the **process** of learning. The comments and suggestions can encourage or discourage the learner.

As a tutor he/she has to try to give **comments and suggestions** which will encourage the learner.

The Tutor has to use comments such as:

- Your work is very impressive.
- You have tried but put some more effort.
- When you draw graphs try to use convenient scale.

- Try to read the question twice before attempting.

In all his/her communication, the tutor has to use simple language. The tutor should remember that a learner is not with him/her and so has no chance to ask direct questions. The tutor should try his level best to communicate with the learner through comments in the learner's workbook. However, some students may fail to understand and benefit from the study material as expected.

As a tutor one should be able to identify such learners as well as the specific problems they are facing. His comments should guide them to be able to solve the problems they face. The tutor should tell the learner why he/she has lost marks in a certain question. Hence advise the learner to study again the specific part of the study material concerned. If he has misunderstood a passage in the study materials, the tutor should explain and give the correct interpretation.

The tutor has to explain how and why the learner has made such errors and how to prevent similar errors in future and where necessary show him/her how to solve a problem as an example.

Distance learners need encouraging comments so that they may be motivated to study and complete the course. The tutor has to show his/her student that the least he/she expects from him/her is failure in the course. Even where he/she shows glaring weaknesses, one has to find a way of encouraging and praising him/her.

Consider the following comments:-

Your answers to questions 1 and 3 show that you have worked very hard on these questions. Read carefully the comments I have made on the answers and please follow them. If you do so, I am certain that you will earn a higher mark in your next work. I look forward to your making it. Best wishes.

I am very pleased with the way you have answered the last two questions. Your work shows clear thinking and careful planning. If you follow the advice in my comments on the first two questions, you will improve the standard of your work still further.

This assignment is the best piece of work I have so far received from you. It is carefully planned and shows thought and hard work. Certainly, you are gaining new knowledge, skills and values from the course. Keep up the good work. For even better results, pay special attention to the way you draw and label your diagrams.

What is noted in each example? Of course, each comment begins with words of appreciation and praise and ends up with suggestions for improvement. The tutor should always be aware of the fact that the surest way to make a learner follow his/her guidance is to first praise him/her, followed by suggestions for further improvement. If the tutor makes the learner feel he/she has gained success in some parts of his/her work, he will assist him/her to maintain his/her interest. The tutor should therefore encourage the learner to try harder and motivate him/her to go on further until he/she completes the course.

On the contrary, the following comments should be avoided as they are too negative to guide and motivate a distance learner.

Very poor work

You must be very weak

My friend, if you continue working so poorly, you will definitely fail.

You are not serious.

Why waste your time in a course you cannot cope with?

This is funny.

On the other hand comments and suggestions should aim at improving the study materials as well as the learning

processes. The comments and suggestions should include:-

- Typing and factual errors if any
- Appropriateness of the materials to the target group
- The language level
- Which lesson /topic is badly done by the learners and why the tutor thinks so.
- Any other comments and suggestions for improvement of the whole exercise.

3.4 Communicating with a Learner

The learning and teaching at a distance is carried out on individual basis and is mainly done by communicating with the learner, through writing and this is mostly done during marking of assignment's.

In the process of teaching and learning, there are two things that a Tutor can do:

- Identify learning objectives and see to it that they are achieved.
- Identify difficult areas and points to be stressed.

As a Tutor, one has to address such areas through communication with his/her learner either by providing the learner with a separate sheet of explanation and discuss this during face-to-face sessions.

3.5 Instructional Media Used in ODL

Several instructional media are used as means of delivery in ODL programmes. These include:

- Face-to-face sessions
- Audio visual.
- Print media.
- Computer assisted instruction.
- Satellite classes for nomads
- Mobile classes for nomads.

Section 4

ASSESSMENT OF ODL AT STUDY CENTRES

Assessment as a tool is used to help the learners learn and continue to learn effectively.

It is a way of identifying the weaknesses of learners and making timely corrections to improve the performance achieved while the strengths are maintained and built on.

Assessment also shows how much the learning objectives of a particular topic or theme have been achieved by learners after a specified duration of a learning session.

At each centre, assessment should be done to oversee both quantitative and qualitative changes in learners.

4.1 Quantitative Assessment Tools

Quantitative assessment will be done through the following:

Self-check exercises

These will be provided by the subject tutor so as to enable the learner to check her/his achievement of the specific learning objectives.

Tutor marked assignments

These are more advanced exercises than self check exercises which are to be sent to the subject tutor for marking and commenting.

Monthly tests and/or mid-term examinations

These are to be provided by the Subject Tutor so as to check on the achievement of the specific objectives of the covered topics.

Terminal examinations

These are given by the Subject Tutors at the end of each term so as to check the level of achievement of the specific objectives of the covered units.

Annual examinations

These are examinations prepared by the IAE, so as to assess the achievement of specific objectives of the covered topics in Stage I, II or III and prepare learners for either national qualifying test or form IV and VI exams.

Note:

The learner has to score an average of 50% of the total marks of all subjects for him/her to qualify for the next stage. Whoever gets below 50% will be advised to re-sit the examination. The examinations will be prepared by IAE and will be administered in regions. This assessment also caters for learners with special learning needs.

Learners in programme I and II will be subjected to all forms of continuous assessment, including self check exercises, assignments, terminal examinations and annual examinations. Monthly tests and/or mid term examinations will be done by learners in programme I only.

4.2 Performance Evaluation and Certification

4.2.1 Performance evaluation

This will be done both internally and externally.

Internally

The IAE prepares and administers:

- Tutor marked assignments (assignments for submission)
- Tests
- Mock examinations

Externally

These are examinations prepared and administered by the National Examinations Council of Tanzania (NECTA) or any other authorized body.

The learners have an option of either to do or not to do the exams depending on each individual's aspirations and learning goals.

4.2.2 Grading

In ODL programmes, marks will be graded as A, B, C, D and F which are categorized as follows:-

A	=	75	-	100
B	=	65	-	74
C	=	55	-	64
D	=	40	-	54
F	=	0	-	39

4.3 System of Measurement

Programme I

- Two exercises in a term, @ 5 marks = 10 marks,
 - Two terminal examinations in a year, @ 10 marks = 20 marks.
 - Final examination = 70 marks.
- Total = 100%**

Programme II

- Continuous assessment = 30 marks, which **includes**
Tutor marked assignment 10 marks
Test 1 = 10 marks
Test 2 = 10 marks
 - Final examination = 70 marks
- Total = 100%**

Programme III

- Continuous assessment = 50 marks, **from assignments**
tests and examinations
Take home assignment 2 @ 10 marks = 20
3 Tests @ 10 = 30
Total 50 marks
- Certification
- Final Examination 50 marks.

Graduates will be awarded a leaving certificate and an academic certificate of performance offered by the IAE.

Those who will sit for National Examinations will be awarded the relevant certificate by NECTA.

Programme IV

- Continuous assessment = 30 marks which include
Two exercises @5 =10 marks
Two tests @10 = 20 marks
Total = 30 marks
- Final examination = 70 marks.
Total = 100%

Programme V

- Continuous assessment = 30 marks which include:
Two exercise @5 = 10 marks
Two tests @10 = 20 marks
- Final examination = 70 marks
Total = 100%

Note:

The continuous assessment marks will be combined with those of the final examination which will be administered in the centres concerned.

4.4 Qualitative Assessment

This is carried out to weigh the impact of the programmes and the extent to which the learning contents have manifested themselves in the lives of learners and communities.

In this area, various methods can be used, including continuous observation, organizing study visits or check lists.

The following are the set indicators to be used in assessing qualitative achievements of learners as well as community.

4.4.1 *Qualitative assessment indicators*

- Changes in occupational skills and increased employment opportunities.
- Application of modern technology and increase in productivity.
- Individuals and community's voluntary participation in development activities.
- Increased self-awareness and confidence among individual beneficiaries.
- Change in attitude towards evaluating education at individual, family and community levels.
- Adequate skilled personnel or manpower in a family and community, respectively.
- Community which is sensitive and responsible for sustainable development and environmental preservation.
- Good governance and attained rational decisions in communities
- Improved community hygiene, sanitation and nutritional practices
- Community which clearly understands and fully participates in activities geared at poverty reduction and attainment of Tanzania Vision 2025.
- Cultivated continuing learning for life culture in individuals and families.
- Emerging leaders with outstanding calibre in communities and society at large.
- Reduced number of road accidents as a result of careful driving and adherence to rules.
- A community which is market-oriented and able to cope with globalization changes.
- Percentage (%) increase in education access through ODL.

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